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ABSTRACT

This issue contains a variety of articles related to international events and concerns. The focus article is entitled "Is Education For All on the Right Track?" and examines what has - and has not - happened since the 1990 World Conference on Education for All in Jomtien, Thailand. The assessment compares the goals of the conference with new approaches to their achievement with the efforts and accomplishments of individuals, countries, and the international community, especially in expanding access and opportunities for girls and women. Other articles related to the "Planet" section include: (1) "Environment: A User-Friendly Forest"; (2) "Communication: Africa's Communicators"; (3) "Education: The Language of Learning"; and (4) "Social and Human Science: Youth in Action." (EH)

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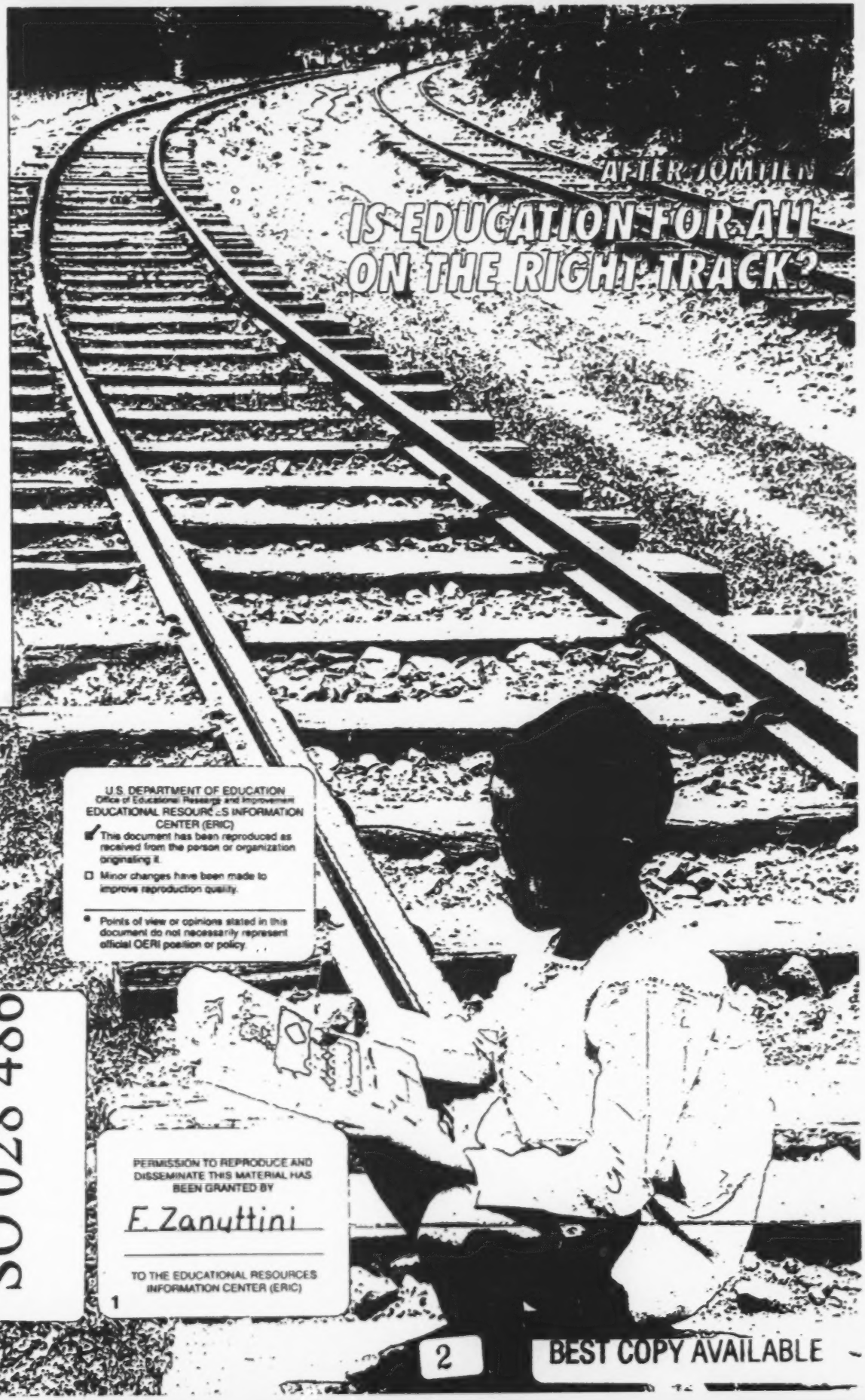

AFTER JOMTIEN
IS EDUCATION FOR ALL ON THE RIGHT TRACK?

N° 41 OCTOBER 1992

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AT WHAT PRICE?

Victoire Malouma
Côte d'Ivoire

At what price the protection of nature? According to a report from Agence France Presse dated September 11, government authorities in the Côte d'Ivoire have forcefully evicted 8000 peasants from their farms around the Taï Forest, which is one of the sites on UNESCO's World Heritage List. Although this step had been predicted in an article on Taï that was published in the July/August issue of Sources, I understood that every effort was being made to ensure that the livelihoods of the peasants would also be protected. And yet, AFP reports that *"the farmers homes were razed"* and *"the destruction of their plantations was imminent"*. The despatch points out that an association has been created to retrain these people in animal husbandry, crafts and aquaculture as well as implicating them in the protection of the forest, which sounds very noble but does not provide them new homes, land to work or food for their bellies, and which will obviously require a great deal of time and resources.

Is this the sort of action that UNESCO condones? The Taï Forest was inscribed on the World Heritage List in 1982. Why have efforts not been made earlier not only to retrain and relocate these people, but to explain to them the importance of safeguarding the forest and seeking their support rather than their opposition? If the resources for type of operation were not available in the past, where are they going to come from now?

The above letter was handed to UNESCO's World Heritage Centre and Man and Biosphere Programme secretariat which responded as follows:

Your questions are as relevant as they are difficult to answer. For UNESCO's part, the Organization's policies concerning World Heritage Sites and MAB Biosphere Reserves aim at integrating human activities with the conservation of the environment. Thus, biosphere reserves, of which the Taï Forest is one of 300 in 75 countries, are meant to consist of a protected core area, surrounded by a buffer zone for non-destructive activities such as tourism, research and education, and then a transition area for traditional uses and experimental research. Obviously, UNESCO fully supports activities that encourage the human inhabitants of these regions to live within and around them without causing lasting damage. And obviously, these types of activities should be undertaken as soon as a site is recognized as being particular importance, either ecologically or culturally.

For World Heritage, the case of Taï has been of concern for many years to the World Heritage Committee, to which reports from the International Union for the Conservation of Nature (IUCN) on natural world heritage sites are regularly submitted and to whom a copy of your letter shall be transmitted. In the light of past IUCN reports on Taï, the World Heritage Committee would be ready to support a request for technical assistance to draw up an integrated development project for the entire area, consistent with biosphere reserve principles, and which would help to resolve the conflicts between resource use and nature protection.

BETTER INFORMATION AT LOCAL LEVEL

E.D. Dyke
Information Officer
UN Association
Margate, U.K.

Our branch of the UN Association, U.K., is concerned that the public image of the United Nations largely and almost exclusively reflects the Organization's political activity at UN Headquarters in New York. The sometimes controversial nature of business conducted by both the General Assembly and the Security Council is often unduly highlighted so that, on balance, the UN gets a bad press.

Our members are substantially aware of the tremendous work to the good carried on by the UN Agencies without which hunger, ill health, deprivation and injustice would be so much more acute throughout the world, sad though many circumstances are in this present age.

It is thought that a greater effort should be made at local level to provide public information pertaining to the work of these agencies. With this in mind the Branch is planning to form working groups to cover specifically those that are particularly active in matters of day to day human concern.

BETTER UNDERSTANDING

Dr. Adalmiro Castro
Regional Director for Education
Porto, Portugal

Once again we find your publication a really valuable instrument for influencing values and behaviour. Its importance is incalculable in helping the man and woman in the street gain a better understanding of and thereby find solutions to some of today's preoccupying problems, in particular those concerning the environment.

ENCOURAGING A "THIRST FOR LEARNING"

Deolinda Amaral
Professor
Beja, Portugal

Teaching methods are changing in Portugal. Teachers are no longer treating their students as a more or less gifted class, but as individuals whose personal growth they are supervising. I, in any case, am doing my best to move in this direction with my own students. To instill in them an interest in reading and generally to encourage and develop a *"thirst for learning"*. I have already introduced them to UNESCO Sources. This has led to lively discussions on several of your articles.

For the interest that I have been able to stir in my students, for your original and attractive style, and for the exceptional quality of your magazine, my most hearty thanks to your editorial staff.

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THE U.S. AND UNESCO

The U.S. State Department submitted to the Congress last August a new summary of its attitude toward UNESCO. It is much less critical of the Organization than the previous report (April 1990). Nonetheless, the Department concludes "that it is not yet time to consider opening the question of whether to rejoin UNESCO. Rather, we will pursue fully our current policy of working for reform in the hope that it will lead ultimately to sound management and effective programme activity becoming integral parts of UNESCO's culture."

The Department uses selective observations from two recent studies - one by the U.S. General Accounting Office and the other by two prominent international figures: Knut Hammarksjold (Sweden) and Peter Wilenski (Australia) - to justify its judgement "that it is too early to judge the effectiveness of ... reforms, (and) that they have not yet taken root..."

Those experienced in the evolution of intergovernmental institutions will find the argument a poor excuse. The report refers to, but underestimates the substantial progress made by UNESCO in the six areas previously stated as of concern to the United States. This is probably why the report takes refuge in an ancillary defense that "it would be difficult to justify the expenditure" *for the contribution to UNESCO. And this, without any reference to its programmes of importance within the UN system and of direct interest to the United States.*

Moreover, there is no mention of the exchange between the Chairman of a U.S. Congressional hearing on UNESCO (June, 1992) and Knut Hammarskjold (one of several witnesses who testified on the progress made in revitalizing the Secretariat). To the Chairman's inquiry for his personal judgement as to U.S. interests, Mr. Hammarksjold referred to upcoming decisions concerning UNESCO's medium term plans and programmes and its leadership to the end of the century, specifically noting the consequent importance of 1993 in UNESCO evolution. He concluded, "I cannot believe that a major power would want to be absent from the Organization at such a time."

Will 1993 bring a more thoughtful review and decision?

John E. FOBES
Chairman of "Americans for the Universality of UNESCO"

Basic education in Ecuador: a springboard for change.

Morocco: finding a balance between nature and civilization.

Journalists - a trade you can't learn within four walls of a classroom.

Cover photo : Md Shohod Salim (Bangladesh), winner of the UNESCO/ACCU World Photo Contest 1990.

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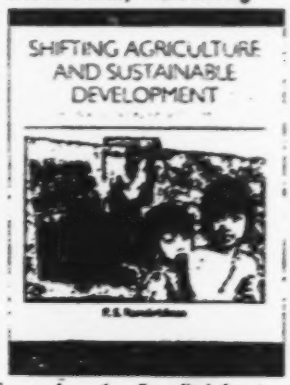
BOOKS

SHIFTING AGRICULTURE AND SUSTAINABLE DEVELOPMENT

An interdisciplinary Study from North-Eastern India

The north-eastern part of India, covering about 260,000 km² (six states), is ethnically and culturally very distinct from the rest of the country. Hills form about 70% of total land area, where shifting



agriculture (locally called *jhum*) is practiced by about 30 million people. An analysis of the integrated approach to the two concepts of conservation and sustainable development, this study combines field research with practical suggestions for improving land use and management, within a village context. It reflects renewed interest in traditional agriculture which presumably offers ecological efficiency and sustainability, along with social justice, as opposed to the "green revolution" in India, for instance, which increased food production, but brought with it the much larger problems of environmental degradation and unequal distribution of wealth. Addressing such topics as hydrology, soil microbiological and socio-economics, the book will be of specific value to ecologists, social scientists, planners, and NGOs interested in sustainable development of traditional societies.

● *Shifting Agriculture and Sustainable Development: An interdisciplinary study from north-eastern India, by P.S. Ramakrishnan, MAB Book Series, Vol. 10, UNESCO/ Parthenon Publishing 1992, 424 pp, 480 FF.*

SCIENCE AND TECHNOLOGY IN DEVELOPING COUNTRIES

The economic and political evolution of Third World countries reveals contradictory trends which challenge development models and justify a critical revision of their premises. Some programmes, in fact, aggravate poverty rather alleviate it. Produced by the International Council for Science Policy Studies, this book exposes analyses, proposals and recommendations on the ways in which science and technology could contribute to a new phase of development.

● *Science and Technology in Developing Countries: Strategies for the 1990s, UNESCO 1992, 166 pp. tables, graphs, 48 FF.*

RECORDS

INDONESIA

Music from West Java

From an early date, the Sunda region in western Java was an independent Hindu kingdom where each vassal prince had his own dancers, poets and musicians, and gamelan orchestras were seen as the main prizes of war. After its conversion to Islam in the 15th century, Javanese influence gained to gradually produce modern Sundanese musical art. After the *Kacapi Suling*, an instrumental trio or quartet (a bamboo flute and two or three zithers) accompanying old Sundanese poems sung at home in the evening, this recording presents a variety of

gamelans, as instrumental ensembles or to accompany singers, dancers, or puppet theatre.

● *Indonesia: Music of West Java. Anthology of Traditional Musics, UNESCO/Auvidis. Cassette 52 FF, CD 109 FF.*

PERIODICALS

INTERNATIONAL SOCIAL SCIENCE JOURNAL

Historical sociology: Debate on methods.

About a quarter of a century ago, sociology and political science rediscovered history, thus rejoining a great tradition of their past, formerly illustrated by Max Weber and Otto Hintze. For several decades before that, under the influence of functionalism and behaviourism, both disciplines had somewhat neglected their prime vocation: that of analysing social change and the historical transformations of society. This issue (No. 133) opens a debate on methods in historical sociology, which is needed for the discipline to acquire a greater operational capacity and to reduce the gap between comparative analysis and the study of specific historical paths.

PROSPECTS

Higher education: II. Regional, subregional and national case-studies. The *Open File* on higher education in this issue (No. 79) is the second of two dossiers on the subject. Ten scholarly articles on universities in Africa, Latin America, the Arab States, in newly industrialized countries in Asia, Eastern and Central Europe, the U.S. and the European Community describe a multi-faceted "kaleidoscope" of highly centralized, decentralized or federal systems, and others where the private sector is in strong competition with the public sector, of fragmented, highly dynamic, or stagnating systems. Speaking of higher education on a universal scale is thus a difficult task, yet one which *Prospects* attempts by confining itself to just a few dilemmas and paradoxes, thereby isolating the key problems from which most of the others stem.

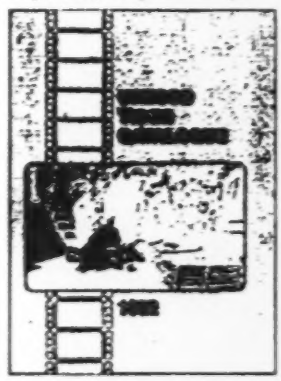
THE UNESCO COURIER

Tele...Visions.

"Should we be afraid of television?" editorializes French journalist Jean-Claude Guilleboud in the October *Courier*, describing the "mysterious box" as "an explosive, hazardous *instrument...both all-powerful and much less mature than people imagine*". Even representative democracy has been transformed by TV, he writes, into what he calls "media democracy". Fortunately, "we are all learning our way. On one side of the screen, techniques of manipulation are being developed and refined. On the other, the viewing public is gradually learning to detect lies". Supporting articles range from reports on American giant CNN through "Reality Shows" which attract large audiences by putting ordinary people in the spotlight, to the "cartoon boom". Also featured is an interview with Herve Bourges, Director of French Public Television Channels France 2 and France 3.

VIDEO CATALOGUE 1992

Lists about 75 titles and 153 Centres holding UNESCO films and video programmes. Covering a broad selection of topics, they include, to mention only a few, 13 spectacular pro-



grammes (30') in a World Heritage series, documentaries on literacy work and in primary education and rural life, or again, in the science field, the "Only one Earth" (the environment) and the "Blue Revolution" (oceanography) series. The Catalogue is available from the Audio-Visual Division, Office of Public Information, UNESCO.

Publications and periodicals are on sale at the UNESCO Bookshop, or by order from UNESCO Press, 7 place de Fontenoy, 75352 Paris 07 SP, and in Member States through national distributors. Catalogue on request.

LITERACY LAUREATES IN SEVILLA

"The people said 'there are many who go to school and they don't get employment. Why should I learn to read?"

"We said no, it should be a shame on you to be illiterate, to have to sign with your thumb print. There are many benefits you can get from the state - loans, a pension if you are over 75 ... but you do not know about them because you can't read."

Anthonisamy Ganhiraj, Education Minister of Pondicherry in India, obviously enjoyed telling the story of his territory's battle to win the hearts and minds of its 190,000 illiterates. And why not? The campaign was so successful that it has been awarded this year's $30,000 King Sejong Literacy Prize, sponsored by the Republic of Korea. The minister flew to Sevilla, Spain, to accept the award on International Literacy Day celebrated at Expo 92 on September eighth.

Ganhiraj, representing the Puduvai Arivoli Iyakkam (Movement for light of knowledge), was joined on one of the big outdoor stages by fellow prize winners from the Xinjiang Uigur Autonomous Region in China and the Republic of Guinea, West Africa.

THE PRIZE WINNERS: (2ND FROM LEFT) LAMARANAH BAH, (5TH FROM LEFT) BILALI ABUDUREYIMU, (6TH FROM LEFT) ANTHONISAMY GANHIRAJ, WITH REPRESENTATIVES OF THE THREE PRIZES AND JURY PRESIDENT (1ST LEFT) MALCOLM ADISESHIAH (Photo UNESCO/J. Lucas).

THE PEOPLE'S CAMPAIGN

The Pondicherry success is a story of inspiration, government funding and a carefully designed local strategy which focused on the psychology of the people - how to motivate and encourage them.

The campaign became popular, Ganhiraj said, because the people felt it belonged to them. Literacy material was tailor-made. *"We used words that avoided the most complicated, curvy, letters in the alphabets of the three languages used in the territory - Tamil, Telegu and Malayalam - and had the students read material written in large headlines like a newspaper."*

The smallest details were looked after. Some of the 1,000 animators and 15,000 volunteer teachers arrived in their villages on bikes for example to offset local tendancies *"not to listen to people who arrive in a car"*.

Thus, between 1989 and 1991, 89 percent of the former French colony's 190,000 illiterates learned how to read and write.

Guinea's representative at the Literacy Day celebrations, Lamaranah Bah told of a different problem: the lack of a standardized alphabet for his target group of 17,250 farming families - the poorest in the country. Bah, who is Director of Training and Information for the Fouta Djallon Agricultural Rehabilitation Project, adapted the Arabic alphabet to the Pular language of northern Guinea - eliminating some letters and adding others. It was only then that literacy material could be produced.

The Guinean project, which was awarded the $10,000 International Reading Association Prize, was funded by the Rome-based U.N. International Fund for Agricultural Development (IFAD), which felt it could make little progress in increasing food production if farmers couldn't read simple instructions and manuals.

As a result crop yield has risen in the region, Bah said proudly. *"But it is not only a case of being able to read, to apply chemicals ,space seedlings in fields, we also encouraged them to save some money. So now they are able to read the bank statement and calculate their finances."*

The other major literacy award, the $10,000 Noma prize created by the late Japanese publisher Shoichi Noma, was collected by Bilali Abudureyimu from the Xinjiang Uigur Autonomous Region's Education Commission. Illiteracy in the Region fell from 64 percent in 1964 to 12 percent in 1990 after a concerted effort by the Commission to teach literacy in six languages, which included offering boarding facilities and incentives to students.

A fine example of innovation was also offered by the La Prensa newspaper in El Salvador's capital San Salvador, for which it received an honourable mention from the international jury judging the literacy prizes. The 77-year-old paper reached out to the country's 1.7 million adult illiterates (55-60 percent of the population) by publishing literacy supplements six or seven times a year - all up about 700,000 tabloid-sized copies - to be used as "textbooks" in classes organized by the Ministry of Education. The newspaper donated the $500,000 annual cost of the supplements. *"If we are going to try to play this new game of democracy, we should try to let our countrymen know what they're being told, not only to listen to it but to read about it and be able to analyze it,"* said Jose Alfredo Dutriz, La Prensa's General Manager, who flew to Sevilla at his own expense to accept the newspaper's certificate.

The paper also launched a clever radio and TV campaign to motivate illiterates to attend classes, based around the slogan *"El Salvador deserves to write its own story."*

"We said that because throughout the civil war we were told what to do and even the media was painting a perspective quite different from the reality in El Salvador," Dutriz said. The newspaper manager thinks the sheer number of supplements circulating creates an excitement about the campaign that in turn serves as a strong motivator. *"If people have an instrument of teaching in their hands they are reluctant to throw it away..."*.

Peter LOWREY

5

● ***"I think that we can exchange profitably in*** *introducing some cultural ideas, both for the Middle East and for us in general cooperation in the domain of science, of culture, literature and so on"* declared Foreign Affairs Minister Shimon Peres on September 10, during the first official visit to UNESCO in more than 20 years by a member of the Israeli government. Commenting on the meeting, Director-General Federico Mayor said the two men had reviewed planned activities and explored ways of strengthening the relationship between the different communities of scientists, culture and academicians in the Middle East. He also accepted an invitation from the Israeli Government to visit the country early next year.

6

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IS EDUCATION FOR ALL ON THE RIGHT TRACK?

In March 1990, the World Conference on Education for All in Jomtien, Thailand, launched an historic campaign to make basic education - encompassing early childhood and primary education, literacy and life skills training for youth and adults - available to all by the year 2000. It also aimed at halving the number of illiterates (950 million), and narrowing the gap between men and women. This month's FOCUS takes a hard look at what has - and has not - happened since the Conference (see below), lining the goals and new approaches to their achievement (p. 10) up against the efforts and accomplishments of individuals (p. 9), countries (pp. 12, 15, 16), and the international community (pp. 11, 13), not least towards expanding access and opportunities for girls and women (p. 14).

The Jomtien World Conference on Education for All has marked a turning point in the efforts of the international community to make the basic human right to education a reality. The Conference came after a decade of lost opportunities: it had seen student numbers stagnating or declining; education quality eroding and the problem of illiteracy becoming more and more acute not only in the developing world but also in the industrialized countries.

In the nearly two and a half years since Jomtien, have we succeeded in turning words into action? The response at this stage is necessarily incomplete. Despite the wide range of follow-up activities, the stakes and challenges remain enormous.

One of the main concerns since Jomtien has been to foster a policy dialogue and improve co-operation between all partners involved in the EFA initiative. We believe this has indeed occurred. Regular meetings between the heads of UNESCO, UNICEF, UNDP and the World Bank have helped maintain the momentum of Jomtien and have kept EFA high on the world agenda.

An International Consultative Forum on Education for All, a global "watchdog", has been set up to monitor progress towards EFA goals. Bringing about a broader and more active partnership with the NGO community has been another main line of action. Some 100 NGOs around the world have formed an EFA Network to exchange experiences and co-ordinate efforts. UNESCO in particular is working with them to develop field projects and obtain funding support. We must realize that many NGOs work closer to the grassroots, are more familiar with day to day problems and often more readily accepted by local counterparts than larger international organizations. They thus can spearhead UNESCO's action and give it the relevance we may at times lack.

Through its programme which closely reflects Jomtien, UNESCO is helping countries gauge their own progress towards EFA goals, and strengthen their technical capabilities in consequence with appropriate training and support. The struggle to meet the basic learning needs of women and girls has become a major priority of UNESCO. In Africa, where gender disparities in education are particularly evident, the forthcoming Conference on Education of Girls (Ouagadougou, Burkina Faso, 1993) is expected to trigger remedial action at country level and rally donor support to this vital area of concern.

FRESH APPROACHES

UNESCO is also convinced that EFA cannot be achieved through a simple policy of more of the same. New thinking and fresh approaches are required. The necessary innovations must, however, not be imposed from outside. In fact, many countries in Africa, Asia and Latin America have come up with promising and viable innovations themselves - as if to prove that necessity is the mother of invention. It is no exaggeration to say that when it comes to providing education for drop-outs, adapting teachers to local needs, providing low cost learning materials, meeting the basic learning needs of street and working children, etc., the North has a great deal to learn from the developing countries.

A new UNESCO programme launched with several Jomtien partners will therefore seek to identify and promote innovations in basic education in developing countries in order to make them available to others and to encourage mutual learning.

Many developing countries have responded to Jomtien with concrete efforts to reassess basic educational needs, frame new strategies and mobilize domestic partnerships and resources. UNESCO co-operated in more than 60 EFA roundtables held for this purpose, most of them in Africa. In many cases, detailed educational investment programmes were drawn up and areas for external assistance identified.

One example: Costa Rica's national roundtable on EFA brought together the ministries of education, health, labour, planning and agriculture, private and state universities, NGOs, educational associations and aid agencies. It led to the preparation of a national action plan, involving literacy and basic skills training for women, literacy campaigns in educationally backward provinces, an integrated early childhood programme, education for the disabled, and multicultural, bilingual education for indigenous people.

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The plan also entails a major project for quality improvement in basic education which will be submitted for external funding.

Or take the case of the nine Sahel countries which have decided to tackle their educational problems in unison. In close dialogue with UNESCO, UNDP, the World Bank and major bilateral donors, this group of countries has drawn up an action programme to achieve EFA by the year 2000. Through cooperation and joint action in such fields as planning and management, production of learning materials, teacher training and applied research, they intend to overcome their resource constraints and make important economies of scale.

Yet another model endeavour is that of a small island country - Mauritius - whose education master plan prepared in the wake of Jomtien has brought together several donors under the common roof of a carefully elaborated national strategy.

For the largest and most populous countries, UNESCO and its Jomtien partners have launched an initative to involve the Heads of Government of nine countries (Brazil, Mexico, China, Bangladesh, India, Indonesia, Pakistan, Nigeria and Egypt) which alone concentrate about three quarters of the world's illiterates. UNESCO Director-General Federico Mayor and UNICEF Executive Director James Grant have sent letters and met many of these leaders to enlist their personal support on the premise that this will help generate public enthusiasm, facilitate the mobilization of national and international resources and enhance the quality of the whole effort.

Apart from personally involving the leaders, the project also aims at helping develop the right strategies and priorities by sharing experiences among the largest countries. Size and sheer numbers may pose formidable challenges but they also represent a unique opportunity to take the lead in a worldwide EFA movement.

No one doubts that the achievement of EFA will require substantial additional resources both within countries and through external assistance. Recent studies put the investment needed at a yearly $10 to $20 billion above current levels of spending. Will the donor community, in particular, rise to the challenge? In the past, only 1 cent of every aid dollar has been spent on basic education. Moreover, assistance has too often been bogged down in compartmentalized projects relying on foreign imports, experts from the North, and shied away from longer-term commitment.

Donors have, in fact, faced very real difficulties in their attempt to assist basic education. It is not only that certain governments in the developing world consistently put basic education last on their priority list. The fact that primary school systems outdo virtually all other forms of public services by their sheer size and cost, has also cooled off many donors who fear they may be pouring funds into a bottomless pit.

Today, we have evidence that the tide has turned. UNESCO and OECD, examining the response to Jomtien, have found that a majority of bilateral donors are now providing significantly increased assistance to basic education. Some are supporting basic education for the very first time. The multilateral agencies have reacted even more promptly to the challenge and seem even to be influencing other donors through the visibility of their action. Building on momentum gathered in 1987, the volume of aid committed to education by five major multilaterals (World Bank, UNICEF, UNESCO, UNFPA, and the Asian Development Bank) had, by 1991, the year following Jomtien, increased almost fourfold. The World Bank alone has stepped up its education lending from $370 million in 1989 to $849 million in 1991. UNESCO, though not a funding agency, has seen its field projects in basic education go from $11 million in 1989 to close to $30 million in 1991. Most of these UNESCO projects concentrate, as they should, on the poorest countries in Africa. Will all this enthusiasm be sufficient? Will it be able to offset the damaging effects of structural adjustment policies, military spending and debt service by the developing world?

HIGH YIELD

The World Bank itself has known for a long time that programmes to support basic education yield higher rates of economic return than any other investment in either physical or human capital. Its experts also realize that unless education is protected against public sector cutbacks and suffocating debt, economic recovery in the poorest countries can never be sustained.

Education for all by the year 2000 will require neither economic upheavals nor extreme austerity. The additional amounts to be mobilized represent less than 1 per cent of the industrialized world's annual military spending. Or, as UNICEF Executive Director James P. Grant put it at the Jomtien Conference, *"The annual extra cost by the mid-1990's would be the equivalent of just two days' expenditure on arms in the affluent North, or one week of military spending by the developing countries. It is also the amount of annual expenditure on cigarette advertising in the U.S. plus the amount spent in Russia each year on vodka."*

Conclusion: the time is short, the problems of illiteracy and lack of skills too severe. The Jomtien follow-up is on the right track, but an accelerated pace and careful planning is needed to ensure a successful final balance sheet.

Dieter BERSTECHER
Director, UNESCO Secretariat for Inter-Agency Cooperation in Basic Education

THE WORLD CONFERENCE on EDUCATION FOR ALL - MEETING BASIC LEARNING NEEDS was convened by the UN Development Programme (UNDP), UNESCO, UNICEF and the World Bank in Jomtien, March 5-9, 1990. An international steering group and nine regional consultations held in 1989 shaped the Conference agenda. Some 1500 people representing 155 governments, 33 intergovernmental bodies, 125 NGO's, institutes and foundations attended. At its closing session, the Conference unanimously adopted the **World Declaration on Education for All** and endorsed a **Framework for Action to Meet Basic Learning Needs**. Subsequently, the **International Consultative Forum on Education for All**, set up to meet every two years throughout the 1990s and serve as the mechanism for assuring Conference follow-up, met for the first time at UNESCO Headquarters from December 4-6 1991. Its 14-member Steering Committee meets more frequently, most recently in Geneva on September 17 and 18, to approve a workplan for global promotional and monitoring activities and to set the agenda for the next meeting of the Forum, in late 1993.

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MISSIONARY ZEAL

A champion of educational development in the Third World, Anil Bordia embodies the spirit of the Jomtien Conference.

For the last 40 years, the Indian government has been ceaselessly attacked for its tardiness in achieving literacy targets. While Sri Lanka to the south and China to the north - to cite but two Asian examples - have made impressive strides, India's pace of progress has been a matter of concern to planners and experts alike.

This is especially true for 58 year-old Anil Bordia, India's former Education Secretary, whose commitment to education is tinged with missionary zeal. The son of a teacher and an impressionable teenager from the impoverished state of Rajasthan at India's independence, he knew as a young college student that one of his life's ambitions would be the reform of basic education. He thus joined the Indian Administrative Service where he devoted his career to educational planning and management, climbing through the ranks to the top job and eventually stretching beyond India's borders to champion educational development throughout the developing world.

"He is a man motivated by the unswerving conviction that education is the key to the emancipation of the poor, and that these people, in turn, are the key to development" says friend and colleague Gabriel Carron from UNESCO's International Institute of Educational Planning (IIEP). *"He is also astonishingly energetic and, once he has his objectives in sight, lets nothing deter him from his path"* adds Carron, who met Bordia during his year as a visiting fellow the Institute. The Indian civil servant also served as Vice-Chairman of UNESCO's Institute of Education in Hamburg from 1976 to 1981, filled the Presidency of the Organization's Geneva-based International Bureau of Education for its 1990 International Conference on Education and, as a leading figure in his country's National Commission for UNESCO, regularly attended General Conferences. More than all of this, however, he is considered as one of the main movers and shakers of the Jomtien conference, having been intimately involved in its preparation and one of those who helped frame its message.

"Anil Bordia personifies the spirit of Jomtien" says Dieter Berstecher from UNESCO's education sector. *"Not only through his dedication, but his ability to motivate people from donor agencies to villagers."*

Bordia speaks of his work and achievements in an easy, matter-of-fact way, aware of his role, but always focusing on the issue, not on himself. He refers, for instance, to the National Adult Education Programme

ANIL BORDIA (Photo © Nitin Rai).

he organized in India 1978-79 as *"one of the world's most important literacy campaigns."*

"We felt we were on the threshold of a great transformation," he said. *"More than 1000 voluntary agencies were involved in 300,000 literacy centres in the country. Literacy was for the first time firmly on the national agenda."*

As Joint Secretary and later as Secretary in the Department of Education, Bordia was the chief architect of India's National Policy on Education, launched with high expectations in 1987.

"For a year and a half prior to formulating the Policy, we carried out a diagnosis of primary education," he says. *"We held consultations with 14,000 teachers, villagers, trade union members and elected representatives."*

Today, literacy programmes in India reach one third of the country with at least 30 million people participating at any given time. Despite this effort and a substantial drop in the percentage of illiterates, absolute numbers of people who cannot read or write have increased by 26.8 percent over the past 20 years.

These results essentially boil down, Bordia believes, to a lack of commitment and resources. *"To the extent that political commitment manifests itself in financial allocations - commitment is on the wane"* he regrets. It is perhaps to overcome such obstacles that he has adopted a grass-roots approach, working closely with non-governmental organizations, to whom his door is always open.

LARGE-SCALE, LONG-TERM

Despite his official retirement from the Indian administration last May, he has continued working towards the goals set at Jomtien, concentrating government efforts and sponsors' aid on a series of large-scale, long-term projects in India's most educationally backward states.

In Rajasthan, for example, the Lok Jumbish (People's Mobilisation), with Bordia as its Chairman, has been set up to achieve EFA goals in 10 years. A $7 million programme, 50% of which will come from the Swedish International Development Agency (SIDA), the rest from state and central governments, aims at transferring responsibility for educational management to the village community. Every means from electronic media, and theatre to folklore are being used - particularly to mobilise women.

All this seriousness and resolve may convey the impression that Bordia never strays into other pastures. He does. A man who strives for efficiency and results, he is also known to read a poem or two to his visitors before getting down to business. His love of music and theatre, particularly experimental theatre, has led him to form many theatre and music groups in the northern Indian state of Jaipur. An avid reader of Bengali and Urdu literature, Bordia also has a fondness for archaeology...and above all for the mountains in whose folds he loves to wander.

Latika PADGAONKAR
New Delhi

EDUCATION FOR ALL: MAKING IT WORK

The innovations and breakthroughs made in one country can help another out of a rut. A new UNESCO project makes the link.

UNESCO, in cooperation with UNICEF, UNDP, and other Jomtien partners, is launching a project to promote innovations in basic education. Entitled *Education for All: Making it Work*, it will essentially spread the word about practical, affordable and relevant ideas for education systems in developing countries.

"If Education for All is ever to be achieved, we cannot go on with business as usual," says Victor Ordonez, Director of UNESCO's Basic Education Division. *"Most developing countries desperately need an injection of fresh ideas, qualitative improvements, and a departure from borrowed concepts."*

"Rather than imposing theoretical solutions from the outside, we need pragmatic action-oriented strategies that capitalize on breakthroughs that have been achieved on a small-scale in developing countries," says Ordonez. One example of this is underway in Pakistan's Baluchistan and North West Frontier Provinces, where girls and teachers are receiving food rations in return for regular school attendance, thus compensating for their absence from the home and fields (see p.14).

The UNESCO project has three main objectives: a) to promote basic education in developing countries through innovations which benefit girls and women, children from disadvantaged groups, street children, drop-outs, and learners in remote areas; b) to help educational pesonnel better manage, evaluate and go to scale with promising experiences; c) to bring about an active co-operation and information exchange among developing countries.

"MORE RELEVANT TO REAL-LIFE": THE SCHOOL AS CENTRE OF THE COMMUNITY (From a poster for a UNESCO seminar in Caracas, Venezuela in April 1991).

Severe economic constraints in many countries mean that basic education services must become more cost-effective, argues Ordonez. *"Women and girls, along with disadvantaged groups, have to be given greater educational opportunities and curricula must be more relevant to real-life demands of learners. But to achieve this, countries must be willing to innovate."*

The term innovation is ambiguous in itself. An advisory group to the project consisting of 12 specialists has agreed that the term be used in a broad sense and include all experiences that address problems unsolved by conventional practice, such as drop-outm limited access of girls and lack of educational opportunities for street children. The group also warned that the project should avoid limiting itself to costly and, at times, overly rigid inter-governmental cooperation and instead expand to involve NGOs, research institutions and specialists.

UNESCO and its partners are now in the initial phase of gathering information about various projects through a "snowball" system involving UNESCO and UNICEF field offices, the NGO community, research institutes and National Commissions. Out of this world-wide pool, which will be available at UNESCO in the form of a database, some 20 "show-case" projects will be selected. An information package will be produced on each, consisting of a technical write-up, a brochure for the general public and a video. The package will be widely circulated to governments, agencies, NGOs, teacher training institutes, the media and interested individuals. Furthermore, an Education for All videobank has been set up. Starting this month, 22 videos on innovative projects in basic education will be disseminated to all those interested in making education work.

"There are a number of exciting innovations out there right now," Ordonez says. *"Many of which we already know about."*

BANGLADESH, COLOMBIA AND ZIMBABWE

The Bangladesh Rural Advancement Committee (BRAC) project for example, gives priority to community involvement. Schools are built by the villagers, and parents are involved in the selection of teachers, set school hours and holiday periods. Children have a shorter school day than in government establishments, but less annual holidays. In Colombia, the Escuela Nueva (New Schools) project attributes its success to a curriculum tailor-made for rural populations, and a new pedagogical approach that includes a flexible promotion system allowing children to progress through school at their own speed. The Zimbabwe Integrated Teacher Education course selects teacher trainees from the areas in which they will eventually teach and, to ensure that poor people can join, pays its students during their training. Upon completion of their studies, the new teachers are bonded to the government service for three years. The programme incorporates face-to-face classroom training and on-the-job distance education.

The decision to depart from established systems has paid off in all three of the above examples. *"However,"* adds the UNESCO Director, *"there are many more successful projects that are simply unknown to the world, as poor countries often do not have the means to develop and disseminate educational breakthroughs."*

Initially, UNESCO and UNICEF agreed to allocate funds for the "Making it Work" project over three years. But enthusiastic about the idea, UNDP, Germany and the International Catholic Child Bureau (an international NGO) have since offered their cooperation and funding support as well.

Cilla UNGERTH JOLIS

JOMTIEN IN THE NORTH

Achieving Education for All implies not only that donors give more, but also that they get used to the idea that countries themselves are in charge of EFA.

As Jomtien is now more than two and a half years behind us, it may be useful to raise a number of questions about its impact in the North.

Arguably the ideas for the great World Conference in Education for All (WCEFA) emerged from the North, especially from the thinking of some of the multi-lateral agencies, but what can we say about the current climate and interest in Jomtien in the bulk of OECD countries? In our personal capacities, as individuals who have worked both in donor agencies and as researchers, we put out a number of perhaps provocative propositions

First of all, you might say that the World Conference on EFA could more appropriately have been called the World Conference on EFA in the South. Although, like the Rio Summit (the UN Conference on Environment and Development), it was conceived as a one-world conference, its message was widely regarded in OECD countries as relevant to the developing world.

Almost no Ministries of Education in OECD countries think the WCEFA Declaration and Plan of action applies to themselves. In other words, they see the World Conference as providing work for their Development Cooperation Ministries, not their Ministries of Education.

We would be interested to hear from readers in the North that this is not true, and also if some countries of the Commonwealth of Independent States (former U.S.S.R.) see the WCEFA agenda as relating to their situation.

NEW MONEY

Secondly, Jomtien has made it difficult for donors to carry on with business as usual. Within the Development Cooperation Ministries, Jomtien quite suddenly made it easier to argue for a project on basic education even in agencies that had not done very much at all in their field.

Because of the series of donor meetings, especially at those where it was clear who was spending new money on basic education, it became difficult for a particular agency to admit it had not heeded the Jomtien message. So, several donors found themselves planning basic education projects for the first time, and others began to quantify what they had already done.

In any case, most donors interpret "basic education" as primary education. The worlds of adult illiteracy, out of school

THE SMALLEST SHARE (Source: UNICEF)

youth, and non-formal education are seen by many as too problematic. The result in several countries may well be that the most disadvantaged continue to be neglected - in favour of those for whom projects can more easily be developed.

Non-governmental organizations get a larger slice of the Jomtien cake, but can they digest it? NGOs were full partners at the Conference, and because they had often been quietly doing basic education all along, they suddenly had the opportunity to do a great deal more. In fact they were able to argue with the donor agency that more funds should come to them instead of to costly overseas training in an OECD country. But will they be able to take on the sometimes much larger post-Jomtien projects without losing their intimate grassroots nature.

The WCEFA Declaration and Framework for Action encouraged countries to develop National EFA Plans, stressing that countries themselves, not donors, should be in charge of education for all.

What this could mean is that donors should no longer devise their own tightly controlled projects, but use their funding to build up the Ministry's plan of action. They may also have to get used to the idea that the days of the British, Danish, Canadian or U.S. project are finishing. National ownership of EFA should make the donors less visible.

The countries in the South that are furthest from EFA are the very ones which will find it hardest to develop their own plans. Traditionally they have been the most dependent on the donors. Will Jomtien alter this dependency on aid? There is a possibility that in such countries, national plans are really just collections of donor plans. But this may not happen if donors listen to the Jomtien message on sustainability and the building of local capacities.

A last worry about the North is whether it will tire of EFA, and move on to other priorities. At the moment there is considerable interest at the policy level, and many donors have commissions and policy papers on the topic. But a good deal less has been implemented in the field.

Other interests in educational aid, e.g. higher education, remain very powerful both in the North and the South, and if there are difficulties in implementing basic education for all, other priorities will surely assert themselves. For instance, the new aid modalities, such as support to recurrent costs, locally available materials and local experts, are likely to upset the academic and commercial lobbies in the North which have for many years been benefitting from Development Cooperation in a number of countries.

For these reasons it will be important to continue to monitor the process whereby the new Northern policies on education for all in the South get turned into new programmes of action at the national level. It will also be important to see if the South itself sustains its commitment to basic education for all.

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Lavinia GASPERINI
Rome (Italy)

(*) Author of just-published Aid & Education in the Developing World (Longman, 1992).

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NATIONAL EFFORTS, INTERNATIONAL SUPPORT

Education for All is first and foremost a national affair. This message from Jomtien has already become reality in some 60 countries. The international effort must, however, be radically reinforced.

COUNTRIES WHICH HAVE FOLLOWED JOMTIEN RECOMMENDATIONS WITH AT LEAST ONE "ROUNDTABLE" (Source: UNESCO).

A FLURRY OF "ROUNDTABLES"

Undertaking a detailed analysis of progress towards achieving Education for All - in other words, carrying out a critical review - a kind of instantaneous snapshot of the current situation and, from there, tracing the main strategies for making EFA a reality: the "roundtables" organized at national level, represent a first stage in the process launched at the World Conference.

But more important even than the theme of these meetings is their composition: moving away from participation customarily limited to national education authorities (in general Ministers of Education), the "roundtables" extend the concerns of basic education to include other public officials (Health, Finance and Planning Ministries...), as well as representatives of "civil society" such as religious groups, trade unions, parent-teacher associations, public and private industry...

The second stage consists in elaborating a detailed Action Plan along with estimated costs for its implementation. This constitutes a kind of blueprint upon which each country as well as multilateral or bilateral donors, can base decisions regarding the amount and destination of their investment.

To date roundtables have been held in over 60 countries. Very often financed - for an average cost of about $50,000 - by the four Jomtien sponsors (UNDP, UNESCO, UNICEF, World Bank,), they have brought together between 50 and 150 participants. In almost all cases, UNESCO has been called upon to contribute, notably in the form of studies as background material for the various debates.

Nearly 20 countries have gone on to the next stage, that of elaborating their Plans of Action, and even farther to set in motion the means for their implementation. (the third stage).

Proportionately, mobilization during the post-Jomtien period has been strongest in the African countries - where illiteracy rates are, in general, the highest.

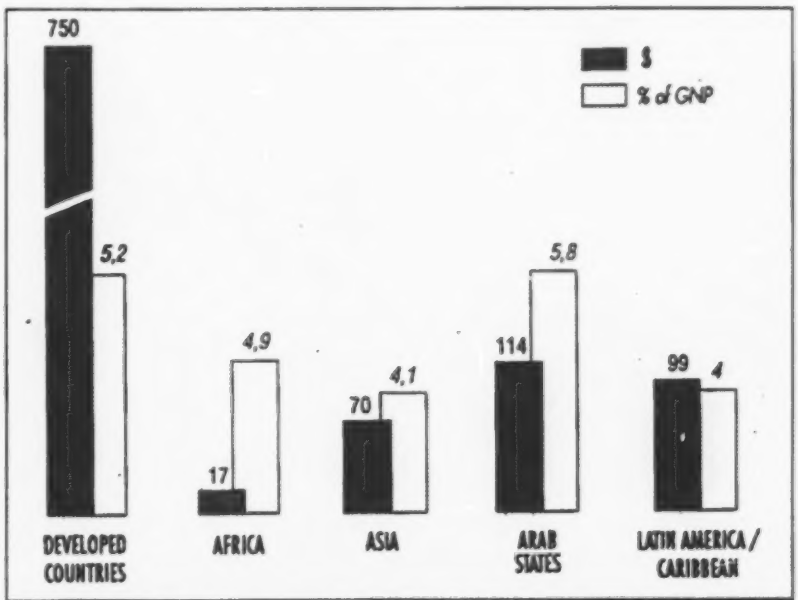
The industrialized countries including those in Eastern Europe, on the other hand, with the exception of Australia, have not seen themselves as concerned by the problem, or at least have been unable to mobilize their efforts, despite the high rate of functional illiteracy among many of their populations.

THE SAME EFFORT EVERYWHERE

This graph shows public per capita expenditure in U.S. dollars at all levels of education, in different regions of the world.

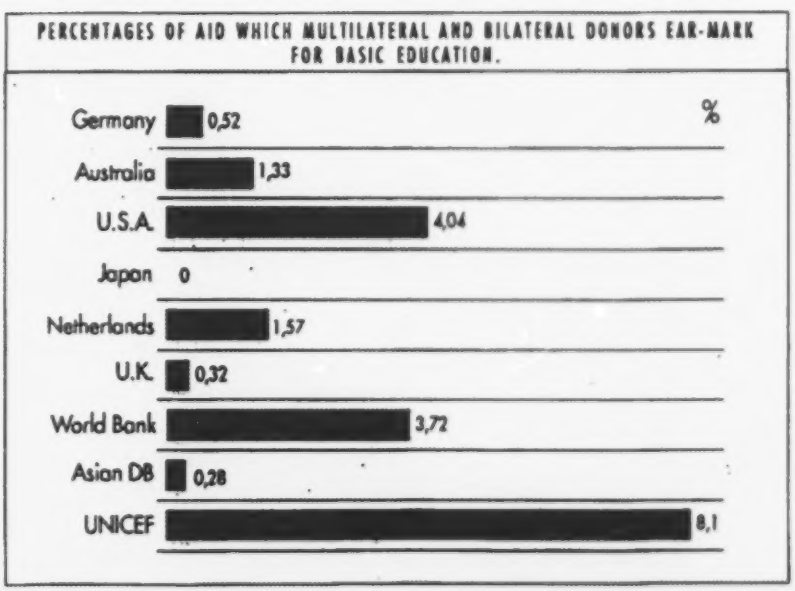
It reveals the tremendous differences in public spending on education between developed and developing regions (the ratio is, for example, from one to 45 between the developed countries and those of sub-Saharan Africa), as well as, although to a far lesser extent, between Third World countries (a ratio of one to seven between sub-Saharan Africa and the Arab States).

On the other hand, public spending on education as a percentage of GNP, is roughly the same in all countries, ranging from 4.0% to 5.8%. In general, national efforts in favour of education are more or less equivalent from one region to another. Consequently, the poorest among these countries have an urgent need for international aid to help them increase their educational expenditure.



PUBLIC PER CAPITA EXPENDITURE FOR EDUCATION AND AS A PERCENTAGE OF GNP
(Source: UNESCO Office of Statistics).

INTERNATIONAL AID TO BASIC EDUCATION



This graph shows the percentage of their overall foreign aid which countries and international funding organizations, listed in alphabetical order, allocate to basic education. N.B. Figures are not always exactly comparable and the base year (1990 or 1991) may vary. The choice of countries or organizations listed, moreover, was dictated by the availability of information.

In any case, these percentages are eloquent: basic education (mainly pre-school and primary education, training in literacy and life skills, as opposed to higher education, for instance) at the time of Jomtien and immediately afterwards drew only a small fraction of aid. On the other hand, seen as a percentage of total aid to education (9.5% - see p. 11) they vary radically - from 0% for Japan to 100% for UNICEF.

Sources: OECD
Infography: Alexandre Darmon

AN URGENT NECESSITY

Despite declarations and promises, education for girls has rarely been given the priority it deserves.

The most urgent priority is to ensure access to, and improve the quality of, education for girls and women, and to remove every obstacle that hampers their active participation. All gender stereotypes in education should be eliminated" (World Declaration on Education for All, Art. 3, Para. 3).

If the Jomtien Conference placed such emphasis on the urgent necessity of reducing illiteracy among women it is because their participation is indispensable to development. According to a World Bank study (King and Hill, *Women's education in Developing Countries: A review of Barriers, Benefits, and Policy*, 1992), countries that invest in female primary education not only increase women's potential as income generators, but also benefit from lower infant mortality rates, higher adult life expectancy, better nutrition, and lower fertility rates, thus slowing population growth. Yet great disparities persist. According to UNESCO's World Education Report (1991), illiteracy is gradually decreasing, yet one in every three women still cannot read and write, compared to one in five men.

Acutely aware of this gender gap, UNESCO has swung its support behind a range of projects throughout the developing world aimed at women and girls.

In Africa, where, according to the World Education Report, more than 60 percent of women over the age of 15 were illiterate in 1990, the Organization has carried out a survey of 15 nations to discover why so few girls enrol in school. The study covered Benin, Burkina Faso, Cameroon, Ethiopia, Guinea, Malawi, Mauritania, Mozambique, Namibia, Niger, Central African Republic, Sierra Leone, Sudan, Chad and Togo. Although distance between home and school, and overcrowded classrooms were often cited, results showed that socio-cultural factors were largely responsible. The work carried out by girls in the home and fields, for example, is considered of greater immediate value to the family economy than education, which remains the privilege of sons. In many parts of Africa early marriage cuts short girls' education, which, in any case, parents believed, ill-prepared their daughters as wives and mothers. Customary initiation rites are another problem, *"if not to access to schooling, at least to regular attendance ... because girls concerned no longer have the status of children, and hence cannot be pupils"*.

A WOMEN'S LITERACY CLASS IN CAPE VERDE (Photo UNESCO/ Dominique Roger).

With the information provided by the survey, pilot projects can be drawn up taking these factors into account, tailored more closely to the needs and concerns of the population.

This is also being done in Mongolia where UNESCO is launching a $1.7 million non-formal education and skills training project for nomad women in the Gobi desert. An exodus of men to urban areas or military service has left some 24 percent of the 15,000 families in this region headed by women, who must not only raise their five or six children but also look after several hundred head of camels and sheep.

These women will be trained in veterinary skills, simple business practices, health, hygiene and population education. Funded by the Danish International Development Agency (DANIDA), the six-year project combines distance education via radio programmes with visiting school teachers trained in delivering non-formal adult education.

FOOD FOR EDUCATION

Another approach has been adopted for a $9.2 million project which began last year in Pakistan's two poorest provinces, Baluchistan and North West Frontier Province. In Baluchistan only two percent of rural women and girls are literate, in NWFP only four percent. Drawn up jointly by UNESCO and the World Food Programme (WFP), the project aims to counter economic loss suffered by the absence of an able-bodied daughter to the classroom, by providing food rations to families who keep their daughters in school. Thus, each month of the academic year, students receive one kilogram of pulses, 500 grams of butter oil and 250 grams of tea, worth about 50 Pakistani rupees. Rations will also be allocated for teachers and female teacher trainees.

This three year pilot project covers 958 girls' primary schools in both provinces, three female teacher training colleges and mobile teacher training facilities.

The above-mentioned projects, however, are but a drop in the bucket. *"Enormous disparities remain between the declarations of intent and practical action,"* says UNESCO Programme Specialist Krystyna Chlebowska. *"Very few countries have made a policy commitment to basic education for girls and women and developed a corresponding strategy. Very few women's literacy programmes have been successful, and the principal suppliers of funds continue to give priority to primary education."*

Obviously, real progress in this vital area requires a mental leap, not only at a community level, but also by governments and funding sources, that is still far from being accomplished.

Sue WILLIAMS

THREE COUNTRIES ACT IN THE SPIRIT OF JOMTIEN

HIGH HOPES FOR NEPAL

Nepal is one of the many test cases illustrating how the "Jomtien Spirit" is generating or accelerating cooperation between countries and the Conference sponsors.

Some of that spirit of cooperation was, of course, already taking form even before the World Conference. In fact, as early as 1980, His Majesty's Government and UNESCO, with UNDP funding, launched the Education for Rural Development Project in the Seti Zone in Far Western Nepal, integrating aspects of formal primary education, literacy training and special life skills education for young girls. In 1985, UNICEF and the World Bank teamed up to finance a similar government project in six other districts.

By the time of Jomtien, these two pilot projects were ready for evaluation. Drawing on their success and on momentum created by the Conference, a national team with support from UNDP, set out to prepare a Basic and Primary Education Master Plan.

"For the first time in the history of educational development in Nepal, a Master Plan was prepared by Nepali educators, instead of, as previously, by international donor agencies." said UNESCO specialist John Beynon, one of only two outside persons (the other was Marlaine Lockheed of the World Bank) called upon to contribute. *"Clearly, in keeping with Jomtien, national education is now a national affair."*

In a country where only 64% of children (43% of girls) are enrolled in primary school, illiteracy stands at 74.4% (86.6% for women) and per capita GNP at $170, the *"affair"* is mighty indeed.

"But Nepal is very special," said Beynon. *"Everybody falls in love with the country, its beauty and the sweetness of the people. Those of us involved in foreign aid have the conviction that what we do makes a difference. If problems can be solved in Nepal, solutions will also have an impact in larger countries, like China and India."*

Consequently, World Conference sponsors are combining forces to help the Government carry out the about $186 million 5-year programme: the World Bank and the Asian Development Bank for creation of primary classrooms and teacher training centres; UNICEF for textbook production; UNDP together with UNESCO for teacher training, curriculum, modernizing management of the Ministry of Education, training district officials and setting up a network of resource centres for under-qualified teachers in remote areas. Denmark will help improve run-down classrooms and, with UNICEF, sponsor literacy training especially for women.

"For a country that initiated public primary education only in 1954, this is a brave step indeed," said Beynon, *"and one that certainly could not have been taken without the collective courage of government and donors alike gained at Jomtien."*

B. W.

ECUADOR STUDYING

It is usual to think of literacy education as leading to a post-literacy stage or, at any rate, to an adult education programme. Not so in Ecuador where a literacy campaign was used as springboard for a wide-ranging educational project.

The "Monseñor Leonidas Proano" National Literacy Campaign, which lasted throughout 1989, involved about 75,000 literacy teachers - most of them secondary school pupils - and approximately 300,000 young and adult learners. The campaign was planned as a starting-point for change at national level, and from the outset it took for granted the need to develop into a systematic process of education and social mobilization. Hence the project "El Ecuador Estudia" was designed not only to continue the literacy process, but to become an educational proposal for society as a whole.

The Programme, assigned to the Ministry of Education and launched only months after the end of the literacy campaign, set out to involve children, young people and adults, and make use of many different approaches, methods and strategies. Four main areas were initially planned: 1) basic adult education, 2) preschool education, 3) cultural and artistic development, and 4) scientific and technological development. This last area unfortunately, failed to materialize.

"INVOLVING ONE AND ALL IN THE BUSINESS OF EDUCATION" (Photo UNESCO/Dominique Roger).

Closely following the literacy campaign and continuing 30 months to the end of the Government's four-year term of office, the Programme officially concluded its activities in June 1992. An initial evaluation reveals a wide gap between what was planned and what was actually done, even though many fresh possibilities and alternatives presented themselves in the process.

Perhaps the biggest of many problems was the fact that duration of the Programme, fixed with political criteria, was so short. Thirty months was scarcely enough time for this innovative and ambitious project to get off the ground.

Although planned before Jomtien, "El Ecuador Estudia" fully coincided with its principles: universalize education, improve its quality, provide learning opportunities for children, young people and adults, diversify learning channels and involve one and all in the business of education.

Rosa Maria TORRES
Senior Education Adviser, UNICEF

TRAINING TEACHERS IN MALAWI

Wanting to improve education systems is one thing. But what happens when there are not enough teachers to go around? Or if "teachers" available have had virtually no education, and certainly no training?

This is precisely the situation confronting many Third World countries, and is one of the major obstacles to the development of their education systems.

Speaking at the 39th World Assembly of the International Council on Education for Teaching, last July at UNESCO Headquarters, Colin N. Power, Unesco Assistant Director-General for Education, said that achieving EFA *"will call for urgent and, in many cases, unconventional means. But whatever the solution attempted, more teachers are going to be needed. At least 9 million more to reach primary education targets in developing countries alone."*

"Yes, for a time, we may have to accept compromises," he added. *"We shall also need to test bold new approaches".*

As one example, Mr. Power cited Malawi which *"faces the problem of a severe teacher shortage, untrained teachers and a pupil-teacher ratio of 63 to one".*

To help the country cope with the situation, UNESCO and the World Bank carried out a study there in 1989 which indicated that to bring the teacher-pupil ratio down to 50:1 by 1995, a minimum of 4,000 extra teachers would be needed.

To bridge the gap the Malawi government, with technical support from UNESCO and funding from the World Bank, has introduced a distance training programme for teachers, thus overcoming a shortage of places and facilities in established colleges.

The programme followed by these external students is a mix of on-the-job training and residential schools, held over 36 weeks during term breaks. They are paid for their work, which is closely supervised by inspectors and headmasters, and finish the three-year training period with the same qualifications as their peers in college.

Tutors are provided in the field to reinforce studies in core subjects such as mathematics and English. Special teaching aids, including cassettes and manuals have also been prepared for these students often with their assistance, the emphasis being on helping them to help themselves; showing them, for example, how to use their immediate environment as a source of teaching and learning aids, and involving the community in the process.

The first crop of 4,000 teachers will graduate towards the end of this year, and so far results are promising. Although they lack the academic background of regular college graduates, experience with similar programmes in other African countries has shown that this is made up by an invaluable professional confidence in the classroom.

Needless to say, this is just a start. The effort must continue if authorities are to cope with the country's annual birth rate of 3.3%, and its consequently burgeoning population of almost nine million, of which some 48.6 percent is made up of children under the age of 15.

S. W.

TO FIND OUT MORE ...

EFA 2000: A quarterly news bulletin published by the Secretariat for the International Consultative Forum on Education for All. Includes a main Focus on such issues as Environmental Education, Street Children, and Teachers, and a wealth of illustrated information materials, news briefs, statistics, book notes, a calendar of meetings, etc.. All articles are free of copyright and can be reproduced.

EDUCATION FOR ALL: An informative wall poster with eloquent illustrations, statistics and background on the goals, cost, and vision of the World Conference, and UNESCO''s role in promoting and coordinating a wide range of basic education services.

EDUCATION FOR ALL: three monographs, published by UNESCO, UNDP, UNICEF and the World Bank: (1) *purpose and context*, (2) *an expanded vision* and (3) *the requirements* for this vision to become reality, the about 100-page monographs are based on debates, printed and audio-visual materials used at roundtables in Jomtien. A set of three will be available in English late 1992, French in 1993, for 210 FF.

EDUCATIONAL SPACES NEWSLETTER: Two issues published by UNESCO's Educational Architecture Unit: *Education for All: Educational Buildings and Furniture* (July 1991/No.2) and *Building Basic Education* (January 1992/No. 3), reflect efforts of the Unit to design and build a physical environment in accordance with EFA.

WORLD EDUCATION REPORT 1991: prepared by UNESCO, provides a broad but concise analysis of major trends and policy issues in world education today. Includes a unique set of statistics. - World Education Indicators - giving key aspects of education in over 160 countries.

EDUCATION FOR ALL VIDEO BANK: Starting with 22 videos, the video bank will serve as a resource centre for governments, institutes, teacher training colleges, NGOs and individuals interested in educational topics in general and innovations in particular. It will be continuously updated and broadened, with catalogues issued regularly. Copies of videos, available for a small fee, cover such subjects as use of videos for training parents and community workers working with disabled children; how to deal with children with special needs in the classroom; use of computers in schools; ways of reducing drop-out, pilot projects on support for remote schools; meeting the needs of street and working children; non-formal and adult education; teacher training, etc.

Chile 1991: The Years of Change: a recent addition to the video bank, this UNESCO production (30'), directed by Juan Luis Bunuel, on Chile's ***900 Schools Programme,*** describes how a newly democratic government, with assistance from Swedish and Danish donors and the World Bank is boosting learning achievement among the most disadvantaged children in the country. The video can be obtained from: Ms Ulrika Peppler, ED/BAS/CBE, UNESCO, for $60.

To obtain documents, video catalogue and further information on a wide range of additional materials, including those produced by the other Jomtien sponsors, contact:

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●

"MAN AND HIS WORLD" is a witty yet serious attempt to create alternative ways of thinking about the planet. Presented in cartoon form, this colourful 90-page publication deals with issues such the environment and development, cultural heritage, industrialization, the biosphere, ecosystems and the use of natural resources. Intended for both children and adults, it presents the errors of the past and suggests positive ideas for the future. A joint effort by the UNDP/UNESCO Regional Project for

Cultural, Urban and Environmental Heritage in Latin America, the United Nations Environment Programme and UNESCO's Man and Biosphere and International Hydrological Programmes, the book can be obtained from the Chief Technical Advisor of the Project, P.O Box 4480, Lima 100 Peru.

▼

A UNESCO MISSION leaves for Beirut this month to help plan an archaeological campaign to uncover the city's past before rebuilding seals off the sites. French and British archaeologists are being solicited to the Lebanese capital to search for such sites as the original Phoenician town and the famous Roman law school. Local personnel will also receive training during the project.

UNESCO SOURCES

A USER-FRIENDLY FOREST

"We must no longer think in terms of the virgin forest from which people are excluded".

The humid tropics form the planet's richest ecological system and contain its most extensive biological reserves. They are home to some 200 million people and provide 15 percent of the woird's commercial timber production. The future is, therefore, of vital importance to the environment and world economy.

Building on this premise, a meeting on the socio-economic development of these regions was organized by UNESCO, UNAMAZ (Association of Amazonian Universities and Research Institutes), the Third World Academy of Sciences and the UN University, in Manaus (Brazil) from June 13 to 19. Some 230 experts from 28 countries attended.

The scientists deplored the insufficient means available to the countries concerned to confront problems such a deforestation, soil degradation and urban pollution. *"The countries of the South must discover their own model of economic development"* and *"imagine a science that responds to their realities"* declared Ignacy Sachs, UNESCO consultant and one of the main conference organizers.

In response to a call by the conference, UNESCO will provide help with study grants, exchanges, research projects, the establishment of a South-South co-operative network, and muster the estimated $13 million in extra-budgetary funds needed to launch these activities over the next five years.

Four months after the meeting, itself a direct follow-up to the Earth Summit in Rio (June 3-14), where do we stand? One of the participants, Jean-Louis Guillaumet, director of research at ORSTOM, (a French research institute for Development Cooperation), shared his opinion with Nicolas Michaux.

Was this "just another meeting?"

It's always distressing, of course, to come up against what I call "ecowaffle". Nonetheless, it's very important that such a variety of people were able to meet. The large Brazilian delegation certainly biased the debates. That is, we concentrated mainly on Amazonia, although Zaire, for example, has a huge tropical rainforest. Still, it was the first time, to my knowledge that experts from nearly 30 countries on all continents were able to swap ideas.

I've been attending UN meetings for about 20 years. There are always tons of ideas at the beginning, but in the end, you have to select concrete projects. In this respect, UNESCO is a great help.

So what progress has been made towards launching practical projects?

The Conference laid a great deal of stress on the need for research on towns and cities. This is vital. Few people know that 60 per cent of the population in Amazonia live in cities, Manaus and Belem in particular. According to another participant, Bertha Becker from the Federal University of Rio de Janeiro, this is the *"worst environmental problem facing the region"*. Plans are going ahead for a study of Manaus, the idea being to compare it with a city in Asia, and another, for example, Kinshasa (Zaire), in Africa.

What is happening in Amazonia is quite clear. The forest is being depopulated. The inhabitants are simply moving out and settling in *municipes*, sort of regional centres, some of which are turning into huge shanty towns. From these settlements the people are rapidly drawn to Manaus to seek jobs and access to services, doctors, schools...Thus the surrounding region has become completely deserted. Outside Manaus nothing remains.

What are the resulting problems?

First of all, there are the difficulties arising from urban sprawl. Secondly, Amazonia is not self-sufficient in food. There is not enough manioc and no rice. Any development plan for the region should give food self-sufficiency top priority.

Basically, then, the main concern is people rather than nature?

We will, of course, continue and intensify the collection of data on natural processes. But we must no longer think in terms of the *virgin forest* from which people are excluded. We must aim at better management of the forest, the question being that of where limits should be set to human activity. Agricultural systems in the area often fringe on what is possible and desi-

MANAUS, "BURSTING AT THE SEAMS" (Photo UNESCO/ Miguel Clusener).

rable. The tendency today is towards a mixture, what we call agro-forest systems, based both on culture and natural products.

To achieve this, social considerations must be taken into account. In this respect, non-governmental organizations have an important role to play. They had very enlightening things to say at the meeting. Drawing on their own experience, NGO people working at grassroots level can often provide answers to questions puzzling scientists for years.

The second theme of the meeting focused precisely on research programmes linking development and the environment. We must arrive at intelligent and imaginative use of the biomass and encourage exchange among countries in the South. For example, the Maldives count 250 uses for the coconut palm. Some may be rooted in folklore, but at least 10 could be adopted in other regions. Bamboo is another example of a product widely used in Asia but very little in Africa. There's also the production of bio-gas.

Something must be done to rehabilitate areas degraded, for instance, by mining. In the Amazon, considerable damage is done by the uncontrolled search for gold by a multitude of small prospectors. Entire landscapes are disappearing.

We should learn from what is happening in the mining areas of Zaire. Then there is the problem of over-grazing, or of the degradation of secondary forests and the bush. We must regain control of all this land, halfway between nature and civilization.

It's surprising you haven't said more about the tropical forest. Isn't it threatened?

Yes and no. It's true that the tropical forest is in danger, but to varying degrees. In Africa, it has virtually disappeared in the Cote d'Ivoire, whereas Zaire still has vast forest areas. In Amazonia, which is cited most frequently, there has been real waste in certain places where pioneers have been encouraged to settle, but other areas are little affected. In any event, we must not be overly alarmist and say: the forest has disappeared! At the Manaus meeting, the American scientist, Philip Fearnside, of the Brazilian Institute of Research in Amazonia, presented a few statistics. He estimates that human activity has been responsible for the disappearance or degradation of about 400,000 km² of forest. That's a big area, almost the size of France, but proportionately it amounts to only 9.2 per cent of the world's forest.

The Conference proposed six major comparative research topics[1] and recommended the strengthening of the South's scientific potential. Where will the money come from?

The most important thing is to draw up good projects. In addition to UNESCO, a number of French institutes and the EEC can help. When it comes to the environment, especially with the impetus of the Rio, if you have a good project, you can find the money.

N. M.

(1) Management of renewable resources; urban environments; health; biosphere reserves; mineral resources; and hydrology.

●

LEARNING THE FACTS ABOUT AIDS and other sexually transmitted diseases (STDs) as part of school health education programmes is the subject of a new Guide just published by the World Health Organization (WHO) in collaboration with UNESCO.
It provides a framework within which education authorities can work with teachers, parents and community leaders to help young people make mature decisions that will reduce risk to themselves and others.
The 79-page Guide, entitled *School Health Education to Prevent AIDS and Sexually Transmitted Diseases*, No. 10 in the WHO AIDS series, is available on request from Ms. Sonia Bukri, Education for the Prevention of Aids, Division of Education for the Quality of Life, UNESCO.

▼

"AMERINDIAN ENCOUNTERS" was the theme of a week-long film festival organized at UNESCO Headquarters from September 14 to 18, as part of the 500th Anniversary of the Encounter of Two Worlds (1492-1992).
Some 20 films from Brazil, Canada, Ecuador, France, Mexico, Peru, Great Britain and Venezuela, presented a "cultural mosaic" which revealed different aspects of Indian life, mythology and culture, and incited serious reflection on the future of these peoples and on new forms of intercultural relationships.

●

"THOSE WHO DISCOVER" was the theme of an "encounter-training session" organized at Huelva and Seville (Spain) from August 31 to September 9 by the World Federation of UNESCO Clubs, Centres and Associations.
The 65 participants from 17 countries worked around various subjects such as UNESCO and culture, youth and education, the environment and development. With help from UNESCO programme specialists, they outlined new directions for the work of the clubs.
To this end, Director General Federico Mayor insisted particularly on work for the environment, literacy and education for all.

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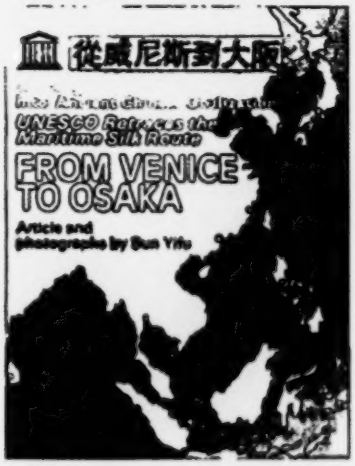
▼ UNESCO's extraordinary Silk Roads Maritime Expedition can now be shared by all, with publication of a photographic record of the voyage. Entitled **"FROM VENICE TO OSAKA"**, the 264-page album takes the reader on a journey of discovery across 16 countries, to those sites that played a major role in development of the Silk Roads network that criss-crossed Asia and Europe. The book was prepared by photo journalist Sun Yufi of the China Pictorial agency, who accompanied the expedition from its departure in October 1990 to its final port of call in Japan in March 1991. It is available from the China International Book Trading Corp. P.O Box 399, Beijing 100044, China, for $35.



● **"CARIBBEAN EYE"**, a UNESCO supported TV documentary series, has earned top prizes at the Annual Caribbean Media Awards for: Best Television Documentary, Best Presenter and promotion of regional integration. Produced by the Banyan company with a $40,000 contribution from UNESCO's International Programme for the Development of Communication (IPDC), Caribbean Eye presents a panorama of regional culture from local festivals, music and arts to oral tradition and indigenous populations.

UNESCO SOURCES

AFRICA'S COMMUNICATORS

Not another boring workshop? Not at all, reports journalist/teacher France Bequette.

At 6 o'clock in the morning it is already 32°. The air-conditioning just about manages to cope with the damp heat beating down on the yellow road which runs along the Bénin-Presse News Agency building opposite the port of Cotonou.

On the first floor, in a large, well-lit room, 18 dark heads are bowed over white sheets of paper. The written test they are taking is a regular feature of all our first meetings and is perhaps a bit like school, but how else can one discover what these African journalists, attending a training course organized by UNESCO, know about health matters, the environment and population questions?

Two courses of this kind have been held, one in Cotonou in March and the other in Yaoundé in July/August. The trainees were between 25 and 40, from 20 States in West and Central Africa. Women were in a minority. All were employed by their country's own news agency and had chosen to specialize in one of the five modules offered by UNESCO: economics, international relations, rural development, health and the environment.

BUILDING UP NATIONAL NEWS AGENCIES

The courses are linked with two projects known as WANAD (West African News Agencies Development) and CANAD (Central African News Agencies Development), which were launched in 1985 with funds provided by Germany, now totalling nearly $10 million. The idea took shape in 1982 in UNESCO's Communication Sector, which wanted to build up national news agencies in Africa by equipping them with dish aerials and computers, training maintenance technicians and giving staff the resources to process information properly.

Maintaining the hectic pace set by UNESCO programme specialist and former Senegalese journalist Babacar Fall, often proved difficult for the trainees. Behind the wheel of his car, Fall travels thousands of kilometres through Africa, where he knows all the tracks and the tiniest villages. It is not surprising that he calls the instructors on his training courses his "marines". If you work with him, there is one thing you must not do and that is complain about lack of sleep or about hunger or heat. The trainees hand in their answers. What is a goitre? Answer: an abnormal pregnancy. An irreversible method of contraception? The thermometer. A treatment for cancer? Ultraviolent rays. Astonishing responses that reveal a lack of general information on health issues even amongst the ranks of these professionals. There is some sorting out to be done here!

One lecturer follows another as the programme unfolds, covering population problems, drinking water, traditional medicine and sexually transmitted diseases. Their talks are followed by press conferences, and if the specialists have tried to blind us with science they pay for it, because the journalists are certainly not backward in coming forward with their questions and criticism!

RUMOURS VS FACTS

All the same, you cannot learn about health and the environment within the four walls of a classroom. The Yaoundé trainees went off to visit a bush dispensary to find out why the numbers of people making use of it had dropped suddenly. We learnt that the neighbourhood healers, who insist on being called tradi-practitioners, had organized a campaign to discourage mothers. A rumour had been circulated that the purpose of the vaccination programme launched by the United Nations Children's Fund (UNICEF) in Cameroon was to sterilize little girls! The rumour had reached such proportions that UNICEF admitted that it was vaccinating scarcely 45 per cent of the children in a country where it had hoped to vaccinate at least 80 per cent. This was a situation in which our journalists had a role to play. Nevertheless, to be convincing they had to have a clear understanding of the advantages of vaccination themselves, so the UNICEF representative came to the training course to provide an explanation and to give out documents, to put on the very empty shelves of the news agencies.

A similar exercise was carried out on AIDS. The trainees interviewed people in the street, discovering that a certain number did not even believe the virus existed: it was *"an invention of the white man"*. It

was also very difficult for them to accept the idea of a person being "HIV positive", i.e. infected by the virus and although not yet really ill, capable of infecting other people. Then came the turn of the representatives of the World Health Organization (WHO). Jean, an American woman perfectly at her ease, produced a magnificent carved penis from a plastic bag. A Chadian volunteered to hold it upright. She took a condom - the only known way

JOURNALISTS TRAINING IN A CAMEROON VILLAGE (Photo F. Boquette).

of avoiding infection with AIDS - and as she pulled it over the organ, she made it clear that the testicles were to stay outside. The onlookers were not convinced, so to prove that the rubber was strong enough , she blew a condom up, turning it into something that resembled an airship! Thunderous applause followed.

The Cotonou students and instructors went off on a long journey, dubbed *"6000 kilometres of dust"* , and which took them through Benin, Togo, Ghana, Burkina Faso and Niger. The dam at Akosombo in Ghana gave them an opportunity to see the advantages and disadvantages of such projects: diseases associated with water develop, such as bilharzia, a disease of the liver and bladder, and onchocerciasis (elephantiasis), while valuable ecosystems are flooded and populations displaced. At Oursi, in Burkina Faso, it was possible, from the edge of the lake, to see the golden sand dunes spreading over the village. The desert was advancing where an old shepherd told us that, when he was a boy, there used to be thick forest teeming with wild animals.

The journalists planted a hedge of euphorbia to help halt the sand's advance. Near Tara, in Togo, there were bushfires. The villagers have to clear the land to feed themselves but the method of growing crops on burnt soil, which in the short term sterilizes the land, is the forest's worst enemy. In Niger, reafforestation was proceeding. The forest of Guesselbodi, near Niamey, amazed the giant trainee from the Congo, as the trees there only came up to his waist! The forest is nevertheless very well managed and provides the firewood that the housewives of the capital cannot do without. After every stop and every lecture, the journalists had to write all kinds of articles. Information about health, the environment and population had to be perfecly assimilated.

Back in their agencies, they will continue to learn. Our greatest pleasure comes when, during our travels in Africa, we come across articles based on the dispatches of our trainees, or discover, for example, that a former woman student has started a health column in a Lagos daily. The training courses have really proved useful. Another thing that gives us great satisfaction is to have started a ball rolling - the trainees have decided, on their own "initiative, to set up an association of Central and West African specialist journalists, and we shall do all we can to help them.

France BEQUETTE

In Memoriam

Arom, as he was known to all from Bamako to Brazzaville, was a great field operator. The technical development of the PANA, WANAD and CANAD news agencies over the past 10 years, was largely of his creation. He was passionately involved with the African continent; as eager to plumb its depths and understand its inhabitants as he was to share his knowledge and commitment with the hundreds of technicians he had trained. On August 12, in the suburbs of Lagos, Arom Husinec, 41, Yugoslav, was murdered by car thieves. The African media and his colleagues at UNESCO have not only lost a real expert but a loyal friend.

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***"NATIVE PEOPLE** are in the vanguard of development thinking and practice in Canada. Native communities have a great deal to say to the rest of the world about what development is and how to promote it."* In his study "Canada: In search of Lost Eyes", Dr. Michael Bopp examines the process of development among Canadian Natives and argues that the world's dominant cultures will inevitably turn towards indigenous peoples and counter-cultures *"for new eyes"*. Dr. Bopp's essay is one of four case studies just published by UNESCO in its "Analytical and Methodological Studies" series.

☛ *Division of Studies for Development*

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THE ARAB INSTITUTE FOR HUMAN RIGHTS (IADH) has won the 1992 UNESCO Prize for the Teaching of HUMAN Rights. The IADH was the unanimous choice of the jury which paid tribute to its *"unique and irreplaceable work in the Arab States region"*. Founded in 1989, the Tunis-based Institute is not only involved in raising awareness of human rights in general, but also active in such specialized and complex issues as women's and children's rights. It was selected from 33 candidates for the $10,000 prize.

●

"CREACTIONS" was the title of a UNESCO stand at the International Salon of Interior Decoration in Paris from September 4-8, aimed at promoting African crafts in a contemporary setting. The display incorporated table settings by French designer Caroline Wiackel and inspired by the traditions of Burkina Faso, Côte d'Ivoire and Mali.

THE STAND "CREACTIONS", (Photo UNESCO).

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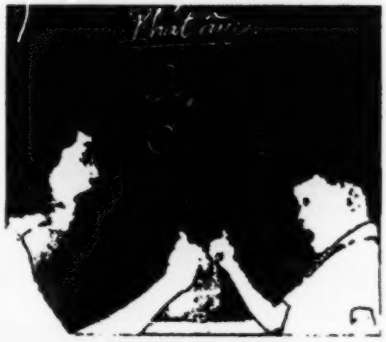
THE LANGUAGE OF LEARNING

"There is no alternative to mother tongue education".

The use of indigenous languages in schools has long been a source of controversy, and at the biennial International Conference on Education (Geneva, 14-19 September) was once again raised as an issue of concern to numerous governments seeking to consolidate their sovereignty and cultural identity.

In many developing countries, it is the language of a former colonial power that is officially taught in schools. Thus, official languages of some 125 sovereign states are restricted to English, French, Spanish and Arabic yet there are about 6,200 languages worldwide.



THE LANGUAGE LESSON
(Photo: Pham Minh Gang - Viet Nam, winner of the ACCU Contest, 1990).

However, as one language specialist put it, *"the inertia of traditional thinking in matters of language education is being shaken by the social realities of a new age, by opposing forces of cultural diversity and socio-economic globalism, giving new meaning to the concepts of language, literacy, culture and education"*.

In some countries, local or indigenous languages are used for instruction at the early stages of primary education. But is this an ideal situation given the fact that language is the most evident and pervasive manifestation of cultural identity?

During the Conference, UNESCO organized a round table on language policy, literacy and culture where the limited use of indigenous languages in preference to official languages emerged as one of the sticking points during discussions.

Professor Ayo Bamgbose of the Department of Linguistics and African Languages at the University of Ibadan, Nigeria, said the use of mother tongue for initial literacy is a continuation of colonial practices.

"The only serious question that arises is whether it is adequate to limit the use of African languages to early primary education only. Does this imply that such languages cannot support instruction in subjects beyond this level?" he asked.

Prof. Bamgbose said despite the costs involved in developing language, *"there is no alternative to mother tongue education"*. He said three implications have to be borne in mind in choosing a language policy: will it achieve the objective of mass education or will it simply produce an elite; will the policy enhance national development; and will it also enhance the culture of its products.

Professor William Mackey of the International Centre for Language Management Research at the Université Laval, in Canada, said if the present rate of language shift continues, half the world's languages will not survive the next century. At the same time, economic development modernization, higher and more specialized education tolerate fewer and fewer languages.

Prof. Mackey said the Council of Europe has already taken a first step towards establishing a workable language policy by adopting a Charter of Regional and Minority Languages in Europe which was incorporated as a chapter of the Maastricht Treaty on European unity. This seeks to give legal status to indigenous regional languages within European states.

He said the Permanent International Committee of Linguists last month adopted a resolution to be presented to UNESCO's next General Conference next year.

It states: *"As the disappearance of any one language constitutes an irretrievable loss, it is for UNESCO a task of great urgency to respond to this situation by promoting and, if possible, sponsoring programmes of linguistic organizations for the description - in the form of grammars, dictionaries and texts, including the recording of oral literatures - of hitherto unstudied or inadequately documented endangered and dying languages."*

Ndaba NYONI
Geneva

● A strategy of inclusiveness and integration of **CHILDREN WITH SPECIAL NEEDS** into the regular school system and within the framework of Education for All is the main tool to ensure their equal access. This was the conclusion of educational officials from 10 African countries, at a UNESCO seminar on Policy, Planning and Organization of Education for these children (physically or mentally handicapped, underprivileged ...) in Gaborone, Botswana from August 3 to 6. The major obstacle, they said, has been maintenance of a dual system of education, one "normal", the other "special", and the lack of clearly defined policies and plans.

▼ These Old Czech Legends accepted in the European series of the ***UNESCO COLLECTION OF REPRESENTATIVE WORKS,*** tell much about the nation, its history and temperament. They were written by the prodigious historical novelist and playwright Alois Jirásek, in the 1890s, at a time when the Bohemian lands were still a part of the Austro-Hungarian empire. Presenting various stories, partly fact and partly fiction, unified into one artistic whole, the 200-page book conveys a characteristically Czech picture of Bohemian history. It is available from Forest Books, 20 Forest View, Chingford, London E4 7AY UK., for £10.95.

UNESCO SOURCES

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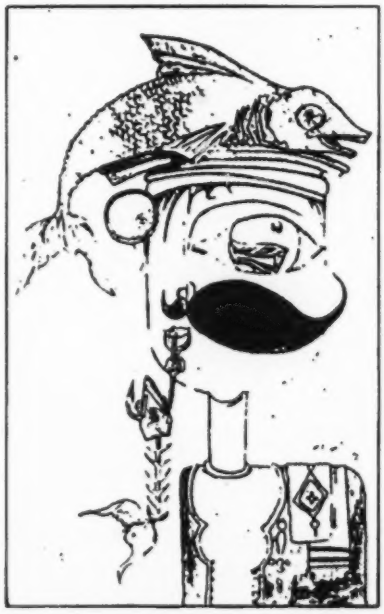
YOUTH IN ACTION

They're young, enthusiastic, and are all working towards the same goal: a better world.

Diana was sixteen. Of Mexican origin, she lived in Washington. Having succumbed to a depression, she dropped out of school. WAVE (Work, Achievement, Values and Education), an association that helps young people with problems, came to her rescue.

Today, two years older, Diana Manzo speaks with confidence, laughs freely and leads an active life. She now heads the association that once came to her help.

With 13 other young people from various countries, she was invited to UNESCO from September 11 - 16, as part of an initiative called "Youth in Action".



These young people were chosen after consultation with various NGO's on the basis of their contributions to society. Aged between 18 and 27, they were able to exchange experiences, present their projects and meet with UNESCO experts.

With some 125 local projects to its credit, WAVE has come to the help of 120,000 young people in difficulty. Diana works with the Hispanic community. She convinces companies to offer jobs and training, offers clothes to the neediest so that they can present themselves correctly, sets up youth centres, contributes to the rehabilitation of suburbs, organizes tutorial help for adolescents doing badly at school...

Sami (a painting of his is reproduced here) is 25 and called a "loony" in the region he comes from in Tunisia. A street painter, he carries his naive works from town to village, exhibiting them on the walls, in youth and cultural centres, inciting both children and inhabitants to participate.

BANK LOANS AND JOBS

Nineteen year old Renuka, from Nagpur, India, works with single mothers, who often are in dire straits. Her association (Gandhi Sewa Ashram Samiti) helps them to earn their own livelihoods - by selling tea or sweets in the street, making clothes or other goods. She organizes loans for them (2000 rupees, that is 20 pounds) to help them launch small projects and make ends meet.

"Being so poor, these women are not even allowed to enter a bank, let alone read or sign documents, etc...", she says, but adds on a proud note: *"114 loans have been approved, and the 102 little jobs thus created are functioning very well"*. Joao, 24 is with the federation of Agronomy students in southern Brazil and wants to set up a *"new breed of specialists"*, who live and work with peasant communities. He wants to gear his knowledge to social needs, and hopefully to convert people from other disciplines, the medical ones in particular, to do likewise. He does not think agronomists can remain indifferent to reality - *"83 percent of peasants own barely 3 percent of agricultural land"*.

23 year old Monica, from Colombia's Scouts association, devotes her time to a home for the aged, near Manizales. Her motto: *"Let's live with the aged"*. Edou, 23 is the president of Gabon's Christian Youth Organization and has launched several initiatives in favour of the environment or university strikes. Others are involved with literacy or sex education programmes. And all of them, whatever continent they come from, are deeply concerned about the threats to young people. The words AIDS and drugs are subjects of conversation common to them all, regardless of cultural or language differences.

N. M.

"STANDING UP TO NATURAL DISASTERS" is an easy-to-read, guide to basic protection measures against earthquakes, cyclones, volcanic eruptions, mudslides and the like, published as part of UNESCO's contribution to the International Decade for Natural Disaster Reduction.

Illustrated with remarkable photos of natural disasters and their results, it looks at where such phenomena are most likely to occur, the latest scientific knowledge on their causes and various UNESCO projects aimed at increasing public knowledge and preparedness.

Division of Earth Sciences

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To mark the 40th anniversary of the **UNIVERSAL COPYRIGHT CONVENTION**, writers, publishers, personalities from the art world and the media will attend a symposium at Headquarters from November 16 to 18, on "The Role and Challenges of Copyright on the Eve of the 21st Century." The intergovernmental Council for the **GENERAL INFORMATION PROGRAMME** will hold its 9th session at Headquarters from November 16 to 20. **GEOLOGY AND THE ATOM** will be the theme of a colloquium organized in collaboration with the Société Géologique de France, at Headquarters on November 25 and 26. From December 1 to 4, also at Headquarters, the Intergovernmental Committee for the **INTERGOVERNMENTAL INFORMATICS PROGRAMME** will, among other items on the agenda, examine measures to be taken in order to strengthen the resources of the IIP and to increase its effectiveness.

Two meetings will be organized by the **INTERGOVERNMENTAL OCEANOGRAPHIC COMMISSION**: the 14th session of the IOC Committee on International Oceanographic Data and Information Exchange (IODE), from November 30 to December 9 at Headquarters; and the 4th session of the IOC Sub-Commission for the Caribbean and Adjacent Regions (IOCARIBE) from December 1 to 10, in Ensenada, Mexico. Among **UNITED NATIONS DAYS** to be celebrated in December are: **WORLD AIDS DAY** on the 1st; and **HUMAN RIGHTS DAY** on the 10th. As part of festivities marking the latter event on the same day at Headquarters, some **350 YOUNG PEOPLE** will take part in a workshop on the theme "Human Rights and the Environment". Two **AWARD-GIVING CEREMONIES** will be held at Headquarters for: the UNESCO Prize for Peace Education 1992, on November 30; and the UNESCO Prize for the Teaching of Human Rights, on December 10. The **WORLD HERITAGE COMMITTEE** will hold its 16th session from December 6 to 14 in Santa Fe (New Mexico, USA). The Committee will, notably, examine: an evaluation of the Convention, future strategies, the state of conservation of cultural and natural sites, and the inscription of new ones on the World Heritage List.

OUR NEXT DOSSIER will focus on the fragility of **ISLANDS**: environment, language and culture, tourism ...Is there a global response to their problems?

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